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ABSTRACT

This report compiles information related to the extent, quality, methodology, and effectiveness of certain process elements in the implementation of federally funded community education projects. It is divided into four major parts: need, process, program, and evaluation. Under these headings, 24 separate components are described. These components are found (1) under need: defining and identifying the community, common history, demographic analysis, trends, existing educational programs, perceived needs; (2) under process: integration with K-12 program, interagency cooperation, utilizing community resources, citizen and community involvement, coordination and delivery of services, supporting community education; (3) under program: K-12 program, public school-based enrichment program for children and adults, municipal government programs, programs for special populations; and (4) under evaluation: initial performance objectives, staff proficiency and leadership training, on-going needs assessment, mid-course product sampling, program adjustments, program effects and products. Whenever possible, one or more case studies abstracted from the federally funded projects are appended in support of each component. Additional references from the standard community education literature may also be offered for further study. (YLB)

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Community Education—Laboratory of Learning

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U.S. DEPARTMENT OF EDUCATION
Shirley M. Hufstedler, *Secretary*

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PREFACE

From an ancient argument...
"We are justified by faith, not works."—St. Paul
"But faith without works is dead."—St. James

As ancient philosophers contended over faith and works, so a creative tension between process and program vibrates among community educators today. The arguments are similar. The terms process and program signify the fundamental principles through which community education encompasses the educational needs and resources of whole communities. A proper understanding of the substance of these terms is crucial to the well-being of community education. Whatever the status of the argument at the moment, it is fairly agreed that you can't have one without the other. Like love and marriage, horse and carriage, the union of process and program is the essence of community education.

The purpose of this report is to compile information related to the extent, quality, methodology and effectiveness of certain process elements in the implementation of federally funded community education projects. This report will also identify several successful process approaches utilized in previously funded projects and outline strategies for replication in other communities.

By its best definitions, community education is the struggle to formulate for each community the unique set of processes and programs that create the most effective learning conditions for all the people of that community.

To facilitate the development of community education, and also to further our understanding of the role of processes and programs on learning in a community setting, the Federal Community Education Program has been authorized to spend about three million dollars annually for the past three years. Each year hundreds of proposals are received from local and state educational agencies as well as institutions of higher learning. The proposals are reviewed and grant recipients selected according to accepted federal guidelines for grant applications.

Although the reviewing procedures are 'blind', and the reviewers change from year to year, it has been noted that about thirty of these projects have been funded more than one year. This is regarded as evidence that these projects may exhibit a degree of success warranting closer examination. The people coordinating these projects may have discovered principles of community education which would be helpful to others.

From the standpoint of the involvement of the federal government in local and state community education projects, the dissemination of information garnered through the funded projects is of paramount importance.

These projects represent important experiments in education. Their settings in communities constitute laboratories of learning. We are presenting herewith a sample of the findings which have accumulated in these laboratories.

This is not to be construed as a comprehensive report of any entire project nor of any specific portion of a federally funded project. Nor is the endorsement of the United States Office of Education implied.

This report is divided into four major parts: NEED, PROCESS, PROGRAM AND EVALUATION. Under these headings, a total of 24 separate components is described. These are familiar to most community educators. Whenever possible, one or more case studies abstracted from the federally funded projects are appended in support of each component. Additional references from the standard community education literature may also be offered for further study.

We acknowledge with gratitude the extensive and invaluable assistance offered by the Federal Community Education Program staff, the participating local and state educational agencies, participating institutions of higher learning, Eastern Michigan University, Geneva Trochet, Wendy Lynn Vanderhoof, Nancy Mida, and Marian Kratage of the Community Education Clearing House.

This report has been prepared by educators who are persuaded of the value of education offered to whole communities by whole communities.

The report is dedicated to readers who have witnessed the excitement of expanding educational opportunities in communities other than their own, have felt the need for this kind of excitement in their own communities, and are beginning to realize the potential our existing schools hold for repairing the idea of education among us.

If this seems like a rather select group, then let it be affirmed that we need more like them.

Carl F. Welser
Project Director

Donna Schmitt
Director
Center for Community Education
Eastern Michigan University

Community Education—
Laboratory of Learning

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I. ESTABLISHING THE NEED FOR COMMUNITY EDUCATION

Education is an experiment. The American model, providing thirteen years of primary and secondary schooling from Kindergarten through grade twelve is one form of the experiment. This model is neither universal nor very old. Nevertheless, the American model is considered a tradition in American life. In whatever ways education matures in America, it will retain the marks of the present system as surely as biological systems reflect their phylogeny. Whatever we want education to become in the future, we must understand what has been, and begin with what we have now.

Therefore, community education generally opens in a public school setting. The degree to which community education succeeds is a measure of the success educators enjoy in making school and community aware of one another.

If school administrators adopt a paternalistic attitude toward education, they may choose to import a standardized educational package for the children of the community. The standard programs may wax and wane, but the community is never consulted about its needs.

Occasionally local control becomes so pervasive that the school population is sheltered from the real world outside.

The greatest waste of all is visited on communities willing to accept a view of education so shallow that the idea of education is restricted to part time activity in a limited area for the benefit of a narrow slice of the population. This is not an exceptional problem. This represents the pattern of schooling we accept as traditional.

No two communities exhibit identical educational requirements. Each has unique needs. Nor do any two communities possess equal educational resources. For this reason, the ideal of community education is to employ every resource of the community for the lifetime education of all the community members, and to inspire dedication among community members to apply the power of education to the advantage of everyone in the community.

No community can know its own needs or express the value of its resources without study. The perennial benefit of community education is the development of people who are truly students of their own communities. This is the foundation of community education.

A. Defining and Identifying the Community
(Where is Our Community?)

A neighborhood is a geographical area. A community is not. A community is a social circle. A distortion usually results when the terms are used interchangeably. Neighborhoods are real places with defined boundaries. The people who live in a neighborhood can tell you how far it extends and who else lives there. Communities do not really exist in the sense that neighborhoods do. Community is something that is said to emerge in neighborhoods during times of crisis.

The distinction between neighborhoods and communities is more than a semantic argument. Even a village with a single neighborhood harbors more than one community. Representatives of several communities may be found living in the same neighborhood. Communities extend across neighborhood lines into several different neighborhoods.

If neighborhoods were truly communities, the task of community education would be simpler; perhaps even unnecessary. The various models of community education are viable because neighborhoods are rarely integral communities. People settle in a neighborhood but continue searching for their community. It is this search for community that underlies the processes of community education.

Myriad community planning efforts fail because planners assume that the desire for community will automatically override the realities of neighborhood boundaries. In this same light, it is important to note that school district boundaries more likely reflect neighborhood than community lines.

Were it not for a widely shared belief that there is a 'common-unity' potentially binding people together into a basic unit of society, the nebulous character of communities and the harsher aspects of neighborhoods would conspire to defeat the hardiest community educator. Only in this sense of 'common-unity' do we continue to use the term community in this report.

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A MODEL PROJECT

Evergreen Local School District; Metamora, Ohio

"Implementation of the Evergreen community education program came after more than a year of study by a community task force of 40 citizens. From September 1975 to October 1976, the community task force completed a door-to-door community survey, studied the history of the community, looked objectively at community and school resources and ultimately made a recommendation to the Evergreen Board of Education supporting the community education concept.

In November 1976, community education programming began with after-school activities for young people. More than one-half of all elementary children in the district participated in these programs. Over the next three years, adult enrichment, adult basic education, summer youth programming, and an active luncheon and activity program for the elderly were implemented.

The entire community education program is monitored by a group of elected community representatives. This advisory council works directly with the community education staff in an effort to provide the types of programs most desired and needed by the community.

On-going evaluation and needs assessment are integral parts of the Evergreen program, providing direction for programming and program changes."

Steven Kendall *Coordinator*
Community Education

B. The History of the Community
(Where Have We Been With Education?)

It is an oft-repeated experience that a community leader grasps the rudiments of community education and exclaims, "Oh, that's what it was like when...". Then reference is often made to a one-room school house which served as the prime focus of community life.

That particular model of community education, so softly poetic in the transcendent safety of the remote past is probably never to be recovered. But the community in search of community education must know whether such a model ever existed in its midst; ask what changes led to its demise; discover what elements of that model have survived through the succession of models since that time; know what factors militate against its recovery; and, plan what must be done to revive it in contemporary form.

It is helpful for the study of community education to know when and how the community came into being; how has the community changed; what caused the changes; what effective marks has education left on the community; and, what is the current effectiveness of education in the life of the community?

It would be a rare community, so bereft of educational history that reveals no traces of a foundation upon which to repair and rebuild the idea of education through community schools.

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COMMUNITY AWARENESS THEME
Campbell Elementary School; Arvada, Colorado

"In our year-round schools, we have the option of using what we call Bonus Learning Time and teachers to provide programs for children on their vacation patterns. During this past school year we placed theme emphases on the Bonus Learning efforts and used the theme of 'Community Awareness.' This enabled teachers to organize activities and classes in that direction. For example, children visited city parks led by recreation directors to work on a project and appreciate some of the problems facing recreation leaders. Another activity involved attendance at a city council meeting and actual participation in some of the discussions. We had participation with the police department and with the mayor. The city manager came to our school and spoke to the children. More than just using services, the children could see how services are produced. The whole activity was designed to give children a better sense of what their community is and how it works."

Dick Pownall *Principal*
Betty Baker *Community Schools Coordinator*

C. Demographic Analysis
(Who Lives Here Now?)

The unique feature of every community is the composite picture of its people. The demographic structure of the community gives the community education program its particular shape. No other shape will suffice, for it will not fit that community.

It should not be necessary for the community schools to conduct an exhaustive demographic study. Profiles have already been drawn for most communities by municipal, state and federal agencies for such purposes as revenue sharing. From these studies the community schools may determine the important features of the population and add such refining studies as may be necessary to generate an accurate community education program.

Over and above simple census figures, other helpful data would include age and gender profiles, type and cost of housing, educational level attained, educational level attained by their parents, economic level, estimates of mobility and transiency, and occupational distribution. This information provides shortcuts and accuracy checks for developing the necessary processes that lead to effective community education programming.

The recovery of a sense of pride in ethnic origin and the development of programs designed for special populations have made racial profiles less objectionable.

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DEMOGRAPHIC INFORMATION
North Carolina School for the Deaf; Morganton, North Carolina

"The Office of Demographic Studies at Gallaudet College in Washington, D.C., the National Association of the Deaf in Silver Springs, Maryland, and the National Technical Institute for the Deaf on the Campus of the Rochester Institute of Technology in Rochester, New York, are the best sources of general information (on the deaf population). The Continuing Education Office at Gallaudet College has a great deal of information on Community Education for the deaf. The Western Carolina Telecommunications Committee at the North Carolina School for the Deaf in Morganton has specific information on teletypes and related equipment for telephone usage by the deaf. The National Registry of Interpretors for the Deaf in Silver Springs, Maryland can give detailed information on interpretors for the deaf."

Paul Boynton *Coordinator*
Office for Community Education

D. Community Trends
(Where Are We Going?)

As though reflecting a social parallel to the Laws of Thermodynamics, there are few truly stable communities. Change is the rule. Communities receiving high levels of social energy are changing in one direction. Those cut off from energy input drift in another.

The student of community needs to ask what is happening among people of the community and their properties. These intrinsic factors are a potential source of energy. Properly harnessed, this energy can be used to make things happen in the community. Without it, the community will deteriorate.

The student of the community must also know what external influences have the power to change the community, and whether the people in the community have any control over extrinsic sources of social energy. The declaration of the right-of-way for a new freeway, the allocation of funds for civic projects, the designation of a site for a public housing project all represent extrinsic energy input. Whoever controls this flow of energy controls the direction of the community.

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ADVISORY COUNCIL IMPACT ON COMMUNITY INSTITUTIONS
Junior High School #65 / Central School District #2; New York, N.Y.

"This project is based in a public school in a largely immigrant, urban community. Cooperative relationships have been hindered in the past by the difficulties of negotiating the complex policies, legalities and practices of large public and private institutions and by a history including a significant amount of conflict and lack of contact.

The Advisory Council (AC) was developed and given primary importance with these factors in mind. It was formed before project personnel were hired and participated actively in the staff selection process. The council includes representation from: Community School Board and District Office, school administration and teaching staff, parents, local community agencies, community residents, Community Planning Board, Pace University and New York City Youth Board. It developed its own written guidelines which have been extremely helpful in enabling a group whose members were often unfamiliar with and sometimes suspicious of each other to become an effective and cohesive planning group. The council has also been given, in effect, the responsibility for active program planning and development and day-to-day involvement in the project.

Widespread frustration and skepticism about the viability of individuals of a school community having an impact on the institutions of that community made the success of this AC pivotal to the success of the project. So far the process has worked."

Janice McGuire *Coordinator*
Community Education Program

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GOLDEN MOUNTAINEER CARD

Ohio County Schools; Ohio County, West Virginia

"Studies have shown there are about 12,000 senior citizens aged 60 and older in Ohio County. This represents about 16% of the population. There is little mobility. Most of these people have lived all their lives in Ohio County. This large population of senior citizens represents an important economic factor in stabilizing the downtown area of Wheeling. A large shopping mall recently constructed across the Ohio River in the state of Ohio about three miles from Wheeling attracts large number of shoppers away from Wheeling at a time when the city council and other government agencies are fostering the use of the downtown area to avert economic deterioration.

The Community Education Program of Ohio County Schools spearheaded a project to encourage senior citizens to shop at home. Discount programs in New York and Ohio provided the impetus to consider such a program here. Good features of both these projects were adapted to the situation in Ohio County. A tripartite coalition was formed of the Ohio County Schools, the Junior League of Wheeling and Child and Family Services which staffs a senior citizen unit.

As a result, the Golden Mountaineer Card was incorporated through which downtown businessmen will extend discount shopping privileges to senior citizens. It is anticipated that 4000 cards will be distributed in the initial stages of the project by senior citizen volunteers. Responsibility for continuing the program will be assumed by Child and Family Services."

Susan Vail *Director of Community Education*

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CARNIVAL TO COALITION

Birmingham Community Education Project; Birmingham, Michigan

"The Birmingham Winter Carnival has been an exciting example of a method of strengthening interagency relationships in a community. The carnival has provided a common cause for community agencies to work together successfully. The Winter Carnival consists of 10 days of cultural, social, recreational and educational events for all age groups in the community. It was designed to promote human interaction during isolating Michigan winter days. The Community Education Central Advisory Council is the sponsoring agency. The Winter Carnival gave the council an opportunity to publicize widely and increase awareness of the community education concept within the community. It provided opportunities for increased communication and cooperative interaction between agencies, organizations, schools and individual citizens. At a later date, this newly established communications system revived itself and rallied around a pressing community issue—a school closing. A coalesence had occured from program to process, because an *ad hoc* community based organization developed and named itself the Community Coalition on School Closings. Its thrust was to involve more citizen input on community values into the decision making process, and to bring to the attention of the Board of Education that school closings were of concern to other citizens and organizations within the community in addition to the parents in the affected areas."

Shirley Bryant *Project Director*

COMMUNITY ACTION

Adams County School District #12; Federal Heights, Colorado

"Community Action was originally written into the Federal Heights project because the Advisory Council felt that serving the community necessarily included assisting with information flow, helping to organize task forces around selected community needs, and assisting in the stimulation and training of citizens who had not been previously involved or active in their communities.

When unanticipated and unusual community tensions began to build as a result of substantial rent increases in area mobile home parks, the community school was in a position to assist in informing citizens and providing a forum for tenants, public officials and park owners. Tensions related to the rent increases, conflicts between an adjacent city administration and its employees and other disruptive influences contributed to a period of anger and frustration that saw the fire-bombing of three mobile homes, the virtual destruction of two mobile home park club houses, and lesser acts and threats of violence.

Calm has returned to the community, and there have been no known threats or acts of violence in recent weeks. Many citizens helped reestablish an environment that provides for non-violent solutions to community tensions, and the community school was a willing part of that undertaking."

Greg Wolf *Director*
Federal Heights
Community School Project

PARENTS WHO HAVE MADE A DIFFERENCE

The Community Education Training Project
State University, Sacramento, California

"Interns enrolled in the Community Education Program were assigned the responsibility of organizing a conference for parents who are involved in local schools. The thrust of the conference was for parents to serve as resource people and share how they were able to impact their schools. Before the conference, a training session was held to assist the facilitators in developing their workshops. The long-range goal of the conference was to develop a network of local people who are involved in impacting their schools."

Andee Press-Dawson *Project Director*

* * *

THE COMMUNITY BASED TRAINING CENTER
The Community Education Training Project
California State University, Sacramento, California

"For a five month period of time, the Community Education Training Project rented office space in a community center located in a low-income community. A community based task force was developed to assess local training needs and to assist with the workshop design. A six session series entitled "Take Time to Care" was sponsored by two school advisory councils, the local community school and the Community Education Training Project. All of the workshops were held at the community based center."

Andee Press-Dawson *Project Director*

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HUD FUNDS FOR SENIOR CENTER
La Mesa-Spring Valley School District; San Diego, California

"The Community School Advisory Council through a community development study identified senior services as the second highest priority in the community. Seniors have been meeting at Bancroft during the day on a limited basis. The Community Advisory Council was made aware of money available through HUD (Housing and Urban Development) for building neighborhood recreation centers. The Community Advisory Council formed a task force to rise up and submit a proposal to HUD. This was a good learning experience for community members as they received experience and training in grant writing, and they would also be able to learn the politics of dealing with governmental agencies. And the greatest thing was that they did receive a $60,000 grant. They are now in the process of identifying an architect and builder for the building to be put on the LaMesa-Spring Valley School District property. The Community Advisory Council will have total control of the program scheduled into the new Senior Center. It is anticipated that the seniors will use this building from, say 10 am until 5 pm, depending on the Latch Key program for children that is also being developed."

Pat Stewart *Community School Director*

E. Existing Educational Programs and Opportunities (What Are We Doing in Education Right Now?)

The people of a nation know more than is measured by national knowledge tests. There is more being learned in communities than can be accounted for in schools. The student of the community needs to estimate the full spectrum of education.

Young people are daily becoming more 'street wise'. Their parents are laboring in the College of Hard Knocks. These are two regrettable but very real components in the learning structure of every community.

A great deal of formal educational opportunity is also available. A survey of modest intensity within a reasonable radius would show representation of the following educational enterprises:

Public schools—at least primary schools, probably also secondary schools; possibly an institution of higher learning.

Private schools—parochial schools and 'academies' at the primary and secondary level; a variety of pre-schools, nursery schools and day care centers offering training.

Proprietary schools—barber colleges, beauty and business schools leading to a vocation.

Creative interest schools—self-development work in art, ceramics, dramatics, music, etc.; emphasis on personal fulfillment.

Municipal agencies—zoological gardens, libraries, museums, Parks and Recreation Departments, etc.

Non-profit private agencies—foundations, churches, the American Red Cross and other institutions dedicated to some form of educational activity.

This list is hardly exhaustive, but it indicates a broader than ordinary scope of education in the community.

The public schools usually predominate, holding the educational spotlight on the K-12 program. This public trust will be fully augmented when the public schools consider the educational needs of the total population of the community and examine the whole spectrum of learning and schooling that serve to illuminate the community.

* * *

Community Resources/Delivery & Coordination of Services
Junior High School #65 / Central School District #2; New York, N.Y.

"Needs assessments within this school community indicated, beyond the need for additional services, a tremendous lack of awareness and effective use of existing resources. The Community Education Program (CEP) quickly gave priority to a liaison/communicator/facilitator role rather than a provider of direct services. The staff also provides referral information and technical assistance to school and non-school individuals, publishes a community-wide Resource Directory and coordinates inter-agency activities. In the latter case, CEP will manage the administrative and logistical details to enable providers to provide more extensive and effective services. The model is that managing such inter-agency activity demands a particular kind of expertise and it is more efficient if one entity is used to do that managing rather than having each service group cope with the problems individually."

Janice McGuire *Coordinator*
Community Education Program

F. Perceived Educational Needs
(What Could/Should We Be Doing in Education?)

The question is not "What *else* should we be doing?" Community-minded people already find themselves busy enough. Rather we ask, "How could we do better what we are trying to do now?"

The skeletal material of a complete system of community education already exists in most communities. It needs muscle. Community education begins to flesh out when the people of the community start asking what unique form education should take in that community, and to discover the ways in which the educational needs and experiences of the whole learning population may be affirmed.

Perception of educational needs will vary, of course, among groups of people. We assign a sense of nobility to education. That nobility may not always shine through the educational wishes of every person or community. That is the nature of community. That is a basic freedom guaranteed to people. People must be led to nobility in education, they cannot be forced.

A community educator clings to the faith that the human mind is, after all, wired for learning, and when the circuits are cleared of a host of impediments, learning will reach for a higher level. To scorn sub-noble educational goals is to abandon the contest to ignorance altogether.

The student of a community learns to state the educational needs of a community in a variety of ways:

The K-12 program—legally mandated education for children of school age.
Remedial education—for school age children less responsive to standard programming.
Vocational education—improving job skills for people of all ages
Cultural and enrichment programs—self-improvement for people of all ages
Special Education—programs for special populations
Graduate Equivalent Diploma—high school completion for adults

Education carries with it the flavor of survival. The correctly perceived educational needs of people in a community can be stated in terms of enhancing in every way the chances of survival for every learner.

* * *

SENIOR CITIZENS MATCH NEEDS AND RESOURCES
Birmingham Community Education Project; Birmingham, Michigan

"The Birmingham Area Senior Citizens Coordinating Council is a coalition of community churches and organizations which have joined together to serve as an advocacy group for senior citizen needs. Because Birmingham is considered an affluent community, there are very few coordinated activities or services for senior citizens, nor is there any subsidized housing for those having financial difficulty. By en-

couraging senior citizens to participate in identifying their own problems and finding solutions to them, a greater awareness is growing in the community that senior citizens do have problems and need more support from the community. Examples of their activity include:

a. Establishment of an information and referral office for seniors at a junior high school manned by senior citizen volunteers.
b. Distribution of a senior citizen needs survey with 850 returns.
c. Development of a senior citizen newsletter called "Seniors on the Move".
d. Compilation of a resource directory of services and support systems within the community for senior citizens."

Shirley Bryant, *Project Director*

BONUS LEARNING

Campbell Elementary School; Alvada, Colorado

Year-round school in Jefferson County has resulted in more than efficiency in the use of school buildings. During vacation periods it has become possible to offer short terms of instruction at no additional cost to the school or to the student. These short units of instruction, called Bonus Learning Sessions, are presented in addition to the basic program of studies contained in the regular curriculum of the school.

The content of Bonus Learning Sessions is to be determined by the teachers, pupils and parents working with the principal to offer additional units of instruction most desired by the community and most needed by individual boys and girls. The local school has complete latitude in identifying topics for study during these sessions as long as they fulfill a valid educational interest or need expressed by parents and teachers working together to keep the program of studies current.

In some schools a broad range of community resources have been identified which present interesting new environments in which students may learn diverse topics ranging from business to the creative arts. Other resources may come in the form of talented adults who broaden the horizons of inquiring students.

The addition of these alternative units of instruction give each year-round school an opportunity to identify its own local priorities and turn the talents of the staff and community toward fulfilling its own unique requirements.

Dr. William D. White, *Director of Programming and Development*
Dick Pownall, *Principal*
Betty Baker, *Community Education Coordinator*

II. FUNDAMENTAL PROCESSES

Community educators generally agree that a fundamental set of processes underlie true community education. Programs proceed from processes. Processes determine the accuracy and accountability of programs. Appropriately worked out processes are more valuable to the community than any subsequent set of programs derived from them.

Processes are indigenous descriptions of the community and the people who live there. They are predicated upon the uniqueness of the community. When programs are proposed and fail, the fault likely lies in the area of defective process derivations.

Community education can be examined in the specific elements of process, program and product. When the processes are correctly determined, programs and products will evolve successfully. Ultimately, a refined set of processes is the most precious tool a community educator can possess.

A. Integration of Community Education and the Existing K-12 Program

A nationally accepted model of Community Education recommends that it be based in the existing public schools. The advantages are obvious. Public schools are located in most neighborhoods in the nation. They operate under state requirements to provide schooling for a defined group. They possess an administrative structure and a trained staff known to the community. They are supported by substantial amounts of tax dollars to the point that public schools are frequently the largest single business in town, employing and serving more people than any other agency.

Other models of community education have been tried successfully, such as those based in municipal governments. But to attempt an end-run around existing public schools in the development of a community education program would seem to be a mistake.

From the standpoint of a philosophy of education, the major flaw in the traditional public school system is that they overlook or bypass the educational needs of a majority of the population. By their nature, schools support the notion that learning is a part time activity limited to a particular stage of life, a few hours of the day, and select places in the community. This schooling climate distorts the idea of education for the balance of a learning lifetime.

Community education expresses the broadest possible conceptualization of the idea of education for a particular community.

* * *

SCHOOL BASED COMMUNITY EDUCATION
Junior High School #65 / Central School District #2; New York, N.Y.

"The Community Education Program is based at a school, and a large emphasis was placed originally on providing support services for the school. Donations of materials have been solicited from local businesses for use in special projects; classroom speakers have been arranged; working relationships between agency staff and school staff have been established e.g., Health Learning teachers with local hospital staff, guidance counsellors and community mental health unit staff; field trips, particularly related to career education are arranged; exhibits, films, demonstrations supplementary to the school curriculum are scheduled. School staff have come to see CEP as their "resource room". In addition to increasing the quality of the curriculum, the significant side benefit is that the school staff's familiarity with community resources is increased, and there is more openness to extending the availability and accessibility of the school."

Janice McGuire *Coordinator*
Community Education Program

B. Interagency Cooperation

We live in an age of service agencies. Some communities are served by so many agencies there is often not enough clientele to go around, and services go begging for people to serve. This does not mean that all human needs are served. If community education barges upon the scene with an eye to developing a full range of human services, then the error has only been replicated. What is needed in most communities is not more services, but a method of distributing existing services to avoid duplication and subsequent conflict between service agencies.

Both free enterprise and non-profit service agencies tend to select as target group those clients who are best able to generate support for the agency in terms of dollars collected or visibly spent. The agency depends on a positive data base proving that a good job is being done. To assure survival, agencies competing in a fierce market may spend sizeable portions of dollars and planning time building an empire of power and influence.

No one begrudges the existence of any agency or organization capable of delivering valuable human services. But no agency should exist for its own sake. The needs of the consumer take precedence over the needs of the provider of services.

More affluent neighborhoods gain access to a disproportionately larger share of talent, effort, leadership and other community resources, often at the expense of poorer neighborhoods. And yet municipal, civic and religious organizations tend to focus their energies on the affluent neighborhoods because returns on the investment are greater. The resultant competition only improves the quality of services offered to those who need them least.

To receive a passing grade in the area of interagency cooperation, a community education program would have to prove that there are processes which will assure the equitable distribution of human services and community resources.

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SUMMER RECREATION PROJECT
Charles City County Public School System; Virginia

"Charles City County through the efforts of the community education director and the Director of Recreation has reinstated the Charles City County Interagency Council. This group is made up of the representatives of various agencies in the county. Only agencies participate. The director or head of each agency was visited by the community education staff, and they were informed about the basic objectives behind the idea of getting the council going again. They were invited to attend an interagency council workshop held in January. The workshop was conducted by Dr. Steve Parsons, Virginia Polytechnical Institute Extension Service—Community Education Program and Robert Greet, Associate Director of the Virginia State Department of Education—Center for Community Education.

As a result of this meeting and workshop, an organizational meeting was held. The Director of Community Education was asked to serve as chairman of the council.

The first project of the council was a joint summer program. The following agencies cooperated in conducting the six week program which was held at the Charles City Recreation Center and served over 200 children, offering field trips, arts and crafts, instructional sports, competitive sports, speakers, free lunch programs and special events.

The school system, the Recreation Department, the Community Action Agency, the Manpower Program, the Senior Citizen Department, the Welfare Department and the Citizens Development Program (handicapped) all provided staff, money and other materials to present this program. At an evaluation session after the program was completed, it was decided by the participating agencies that planning should begin for an even more sophisticated program to be held in 1980."

Robert Glacken *Director of Community Education*

AGENCY COOPERATION
Oregon Department of Education

"Oregon Community Education Association (OCEA), Oregon Center for Community Education Development, and the Oregon Department of Education have worked together on a variety of projects since 1976. These include: 1) Joint sponsorship of workshops and conferences. Attractive folders with the Department of Education *logo* are provided to the conference planners who overprint the theme, date and place on the front and stuff them with pertinent material. The department makes a sum available to OCEA each year to assist in expenses of key resource people. 2) Joint development, printing and distribution of promotion and information brochures. The *logo* and addresses of the three groups are prominently displayed together. 3) Joint efforts in seeking state community school legislation. The

association developed a very effective legislative process. Department, community education and legislative liason personnel assist the OCEA and the Center in providing information to legislators. Bills submitted to the Oregon State Assembly have the unqualified support of the three groups because each section is the result of joint agreements rising out of frank discussions and acceptable compromises. 4) Parallel roles in State Community School Advisory Committee and Oregon Community Education Association Board of Directors. The department community education specialist is executive secretary to the state Advisory Committee. *Ex officio* members are the center director and OCEA president. The center director is executive secretary to the OCEA board, while the department specialist is *ex officio*. Other combined efforts are joint sponsorship and use of "1979 Community Schools in Oregon", a twelve minute slide/tape presentation and participation of screening committees and program review teams."

Dr. Robert Clausen *Specialist*
Community Education Services

JUVENILE DIVERSION
Paramount Unified School District; Paramount, California

"Steve Gomez developed a program to counteract a growing problem with graffiti and school vandalism, gang activities and juvenile absenteeism from school. A 'corridor' approach was used to cut through a series of communities. Meetings and conferences were held with various police and city agencies and officials to establish methods for dealing with juvenile problems short of arresting young people. As a cooperative venture, it is regarded as a major success."

M. Bud Weber *Principal Director*
Adult Education and Community Education

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STEERING COMMITTEE FOR INTERAGENCY COOPERATION
Pascagoula Municipal Separate School District; Mississippi

"The coordinating and supervisory agent for the on-going operation of a comprehensive community education program in Pascagoula is the local school district. Perhaps the key element of the program's success is the cooperation between various public and private service agencies and the school district. The Steering Committee for the community education program consists of a representative from each of the public and private service agencies of Jackson County plus the public schools of

Pascagoula and concerned citizens from various segments of the community. This committee meets formally twice a year and informally once a month. These meetings allow for increased communication between participating agencies, thus reducing the chance of duplication of programs and services, and at the same time fostering growth of new programs and activities which meet the educational, recreational, cultural and service needs of our residents

Two major objectives of the community education program are:

1. To continue the elimination of needless duplication of services through cooperative effort among agencies and institutions
2. To continue growth of the community education program as a leading center of community activity and interaction.

A major example of this interagency cooperation is one which we feel is quite unique. The local junior college promotes all of its evening non-credit and recreation program as part of the total community education program. At the same time, the city recreation department offers many leisure time activities to the public at a local school facility. In fact, the role of Pascagoula's community education coordinator is one of a 'broker' arranging delivery of the programs and activities of the participating agencies, schools and institutions."

Bob Cheesman *Director*
Community Education

DURHAM INTERAGENCY COUNCIL
Durham County Schools; South Carolina

"The goal of the community education effort in Durham County is to make quality educational and recreational experiences available in convenient locations at reasonable costs.

Since the spring of 1976, when an interagency council for community education and recreation was formed, nearly twenty-five Durham County organizations have been engaged in cooperative planning efforts which are resulting in a better delivery system for these various learning opportunities. The Council is committed to the idea that educational and recreational institutions have a responsibility to the community, and that the public should be informed about learning opportunities in a systematic fashion. Twice a year the group publishes a guide to classes and activities. The Council believes that such a joint publication is an effective way to demonstrate a wide range of classes and activities to any interested member of the community.

In addition to the joint publication, representatives of member agencies meet monthly to acquaint themselves with each other's programs and to discuss issues of mutual concern."

Barbara Barrett Foster *Director*
Community Education Program

CONSORTIUM SPEARHEADS COUNTY-WIDE UNITED WAY
Mississippi Bend Area Education Agency; Davenport, Iowa

"In the absence of a United Way program in the rural and small community area served by the Mississippi Bend Area Education Agency, this consortium of school districts is taking steps via an Interagency Council to bring United Way dollars to the home communities of workers whose payroll deductions have previously flowed into nearby metropolitan agencies.

The metropolitan United Way organization is assisting the consortium in developing a county-wide United Way program."

Kevin Koester *Director of Community Education*
Dellwood High School

C. Utilizing Resources in the Community

The jet age has lent an international flavor to the educational experiences of many fortunate school aged children. It is not unusual to hear of class and club trips to exotic places. If the arrangements are feasible, there is special benefit for a Spanish to cap the year with a flight to Spain or a French Club to Paris.

It is ironic to think of children touring the Eiffel Tower and Versailles or cheering in the bullrings of Madrid, having not yet thoroughly learned to know their own towns and neighborhoods.

We all know less than we realize about our own communities. A grade school reading text called "People, Places and Things" once introduced pupils to a global view of mankind. We forget what a wealth of people, places and things exists right in our own communities. If the same level of enthusiasm could be generated toward community resources as can be focused on a trip abroad, we would be in a much stronger position to use our strengths to resolve our weaknesses.

The growing concern for the conservation of energy will bring a need for a closer inspection of local resources to satisfy local needs. Part of the community education process is to identify, specify, evaluate and utilize community resources.

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COMMUNITY RESOURCE FILE

Ohio County Schools; Ohio County, West Virginia

"The Community Education Program of Ohio County Schools maintains a resource file listing sites for school classes to visit, and participatory activities to reinforce classroom learning. A list of resource people willing to visit classrooms has also been developed.

Teachers are invited to use the resource file in many ways to support curriculum activities. Teachers are frequently interviewed by staff members from the community Education Program to determine their exact needs. Efforts are made to supply their requirements.

Transportation costs up to $50 are paid for by the CEP. District buses are used. Classes frequently engage in fundraising activities to pay the added cost of more expensive trips. Expansion of this service to after-school activities is planned for the coming year.

The CEP serves three out of five attendance areas in Ohio County. Last year 3500 children in these areas participated in resource enrichment activities. About 50% of the teachers make use of the resource file."

Susan Vail *Director of Community Education*

COMMUNITY RESOURCES FOR HANDICAPPED COMMUNICATIONS

North Carolina School for the Deaf; Morganton, North Carolina

"Deafness is a communication handicap. Therefore, to direct specific attention to the communication problems, two special committees should be established. One to deal with the telephone problem by teletype, and the other to focus attention on the person-to-person communication by interpretation. The Teletype Committee should involve the Pioneers organization of the local telephone company, or Western Electric Company and focus attention on the acquisition, repair and distribution of equipment at little or no cost to the deaf consumer. The interpreting committee needs to assess local persons for sign language skills, provide adequate training and make appropriate placement when requested. If everyone in the world had a teletype on his phone and knew how to use sign language, then the deaf would not be handicapped. They merely could not hear."

Paul Boynton *Coordinator Office for Community Education*

VISITING ARTISTS
Birmingham Community Education Project; Birmingham, Michigan

"Visiting community artists in the classroom is an interagency project sponsored by community education, a community-based art association and the Michigan Council for the Arts. It provides opportunities for professional artists to visit art classrooms to share expertise and experience with K–12 students and teachers."

Shirley Bryant *Project Director*

D. Citizen and Community Involvement

The unique and most valuable resource in any community is the people who live there. The community has no needs apart from their needs. Any efforts to resolve community problems apart from the needs and abilities of the people of the community are paternalistic and demeaning.

Cultivating a sense of ownership of the schools among the citizens of the community is a key issue at election time. An abiding feeling of ownership lends itself better to the need we have to repair the idea of education among us.

A community educator believes that every person possesses the desire to belong to something worthwhile and to accomplish something significant. That desire can be channeled in the direction of education.

A community educator retains confidence that every citizen in the community has something to learn and something to teach. The basic idea of community education is to facilitate this exchange of learning and teaching. The average citizen may not be a 'show person' capable of presenting material with professional polish. The skill of the professional educator promotes the effective use of the gifts of ordinary people for the maximum benefit of the whole community.

Citizen's Advisory Councils may take one of many forms. In any case, the council plays a central role in community education. The advisory council brings to light problems and resources from every sector of the community. A responsible council whose members have grasped the fundamental ideas of community education stands in a powerful position to resolve community problems by bringing community resources to bear upon them.

COMMUNITY RESOURCE PERSONS
Birmingham Community Education Project; Birmingham, Michigan

"Local community education councils have been assisting the K-12 program by identifying and recruiting community volunteers for the classroom. The communication vehicle is the Outreach newsletter sent to all residents in the school community. Mentors have also been identified to serve in the Gifted and Talented Program."

Shirley Bryant *Project Director*

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NEIGHBORHOOD SCHOOL WATCH
Paramount Unified School District; Paramount, California

"At one of our community school sites, a neighborhood night watch was established among the residents who volunteered to be on watch during weekends and at other times. Suspicious activities are reported and full police cooperation is assured to act on complaints. Considerable amounts of money have been saved by reducing vandalism of school property."

M. Bud Weber *Principal Director*
Adult Education and Community Education

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ADVISORY COUNCIL TASK FORCES
North Carolina School for the Deaf; Morganton, North Carolina

"Any effort at community education for the deaf must involve the deaf themselves. Do not do "for" the deaf, rather, do "with" the deaf. The problem of understanding the concept of community education is compounded for the deaf because of the difficulty of communication. Therefore, one or more task forces made up of deaf persons should be established to make personal contact with each deaf household and explain the overall objectives and basic concepts. This is also a good time to do an intensive needs assessment."

Paul Boynton *Coordinator*
Office for Community Education

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FACILITATIVE STRUCTURE
Durham County Schools; Durham, North Carolina

"Community Education is a facilitative structure which allows for the identification of community needs and reports it, and the evolution of new programs designed to meet these needs. In Durham County, the Citizen's Advisory Group and the Durham Inter-Agency Council for Community Education and Recreation work together to accomplish the goal of continually improving delivery of educational and recreational services in Durham. The Community Education Program in Durham formally began with a Citizen's Advisory Group effort in one section of the county and has expanded to encompass all areas.

Barbara Barrett Foster *Director*
Community Education Program

E. Coordination and Delivery of Services

Education is a primary human service. In this country we have set a goal and strengthened it with the power of law to deliver education to children of certain ages. In recent years, laws have been brought to bear increasingly on educational activities. The good intentions of the laws have been to shape the nearly perfect system for delivering education to children.

The delivery of other kinds of human services remain more fragmented. Health services, counseling services, recreational facilities and auxiliary learning centers such as libraries and museums may not be easily accessible nor equitably offered to all the people of the community. When the same kind of service is available from multiple sources, delivery may become highly competitive. Certain kinds of fortress communities such a retirement centers, apartment and resort complexes may also inadvertantly limit the delivery of services.

For these and other reasons, community schools have the opportunity of serving in the role of coordinating the delivery of human services other than education, and of assuring that educational opportunities are offered to the entire population as needed.

The neighborhood school sites and facilities place them in an optimal position to bring services to people who cannot otherwise go to the services.

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HEALTH CARE SERVICES

Junior High School #65 / Central School District #2; New York, New York

"Adolescents are notorious for lacking even minimally adequate health care. The school is the most appropriate place to reach adolescents but does not have the resources to provide health care directly.

Our community education program has developed several mechanisms for getting health care to adolescents using the school as a basis. We have identified resources which can provide free vision, hearing and dental services; cooperative referral procedures; informed parents of available services; and have created a comprehensive medical screening and follow-up program which includes medical staff providing services in the school."

Janice McGuire *Coordinator*
Community Education Program

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DELIVERY AND REFERRAL SYSTEM

Pascagoula Municiapl Separate School District; Pascagoula, Mississippi

"A key feature of the community education program in Pascagoula is the development of a combination delivery/referral system among the participating agencies and institutions. Through this system more members of the community are being made aware of existing services and programs. To cite several examples of how this system operates:

Case #1 A recent divorcee, age 37 with 3 children, no work experience, no high school diploma, visited the local office of the Mississippi State Employment Service. The counselor referred her to the Pascagoula Adult Learning Center which is operated by the local public school district. Here she was enrolled in an individualized educational program to prepare for the high school equivalency test (GED). After acquiring her GED certificate, the Adult Learning Center will refer her to the coordinator of program services at the local junior college which is the Jackson County campus of the Mississippi Gulf Coast Junior College. Here she will be guided to the counselors and financial aid officers who will assist her in planning a vocational education program. Thus we see the delivery system work from the state employment service to the public school district to the local junior college.

Case #2 The social services director of the Singing River Hospital System noticed that one of the hospital patients, due to his illness, is unable to return to his present job. She referred him to the vocational training program offered at the local high school vocational technical center through the community education program

during the evenings. Upon completing two quarters in the non-credit accounting program the gentleman asked the local coordinator of community education if there was any way he could begin course work in business and accounting as he now felt confident with his newly acquired skills. The coordinatory of community education referred him to the director of continuing education at the local junior college. He is currently enrolled in the evening program leading to an Associate's degree in Business.

Case #3 An adult student in a community education program asked the coordinator whether he knew where she could go for personal advice. After a short conference, the coordinator discovered she is a victim of physical abuse at home. He in turn referred her to Singing River Mental Health Services which operates a program for battered wives. He later discovered at the monthly conferences that the person is attending a class with her husband at the Singing River Mental Health Services."

Bob Cheesman *Director*
Community Education

HEART DISEASE WORKSHOP

Clinch-Powell Educational Cooperative; Tazewell, Tennessee

"Tennessee has a death rate from heart disease which is among the highest in the nation. The reason is unknown. While you read this, someone in our country will die of heart disease and another will have less than a minute to live. Preventative action, early detection and corrective care lessen these tragic, pre-mature deaths. For these reasons, it seemed worthwhile to sponsor a workshop on heart disease.

Ronald F. Yatteau, a cardiologist who heads East Tennessee Baptist Heart Center in Knoxville, Tennessee developed a slide presentation and a lecture which identified risk factors and how to lessen their effects. The cardiac rehabilitation coordinator discussed the need for a regular program of exercise, especially recommending the aerobic activities. She also cautioned that a physical examination should precede strenuous exercise and suggested a stress test for persons over 45. She taught the audience to determine maximal heart rate and establish a target zone. A dietitian discussed the dangers of fad diets, encouraged a well-balanced weight-loss diet and simple dietary changes to protect the heart. Continuing education units were offered from the University of Tennessee for Health Care Professionals which made up about a third of the audience."

Mary Price *Director of Community Education*

F. Supporting Community Education

An early objection to the development of community schools centers around financial support. The objection is often voiced as a fear that educational funds that should be spent on children will be withdrawn and redistributed for adult education. One is left to conclude that broadening the idea of education in the community will deprive children of their schooling rights.

To offset this possibility, funds are often sought from outside sources such as state and federal grants, foundation grants, business and industrial support, and local tuition revenue.

There are happy reports by community education projects whose external funding sources have been reduced, of the community stepping in and affirming the value of community schools by supplying the funding from internal sources. This affirmation is a comfortable assurance that the processes of community education are functioning.

LOCAL COMMITMENTS REPLACE FEDERAL FUNDS

Mississippi Bend Area Education Agency; Davenport, Iowa

"Three school districts were assisted for three years by the receipt of federal funds to establish and maintain community education programs. All three developed a full-time commitment to community schools. Through Rural Action for Community Education (RACE), two other school districts were also assisted to initiate community education programs.

With the discontinuation of federal funds for the coming school year, each of the five school districts through their school boards and administrations have commited themselves to continuing community education at the same level as in previous years.

The gratifying development of local support is regarded as an affirmation of the effectiveness of community education."

Kevin Koester *Director of Community Education*
Dellwood High School

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LOCAL COMMITMENT TO COMMUNITY EDUCATION

Horry County School District; Conway, South Carolina

"Over the past three years an increasing awareness and growth in community education has resulted from the commitment of the Adult and Community Education

Division, the Board of Education and the community. With the resources of federal funds granted under Title IV of the Elementary and Secondary Education Act, it has been possible to develop involvement of the community and commitment from the Board of Education to the point where it is no longer imperative that federal funds be available to continue the program in the coming year.

Even in a time of fiscal constraints and cutbacks, the Board of Education has increased the local funds for community education in the 1979–80 budget to equal the amount of both federal and local funds included in the previous year.

When it appeared that no federal funds would be available, the Board of Education increased the budget to cover the amount of previous federal grants even though other programs were being cut.

With a skeletal staff of a full time director and three area coordinators to work with seven high schools, three career centers, five middle schools, fourteen elementary schools and three primary schools, the Adult and Community Education Division has initiated community school programs and activities in twenty-one of the thirty-two schools in this large rural county."

Betty Reid *Director of Community Education*

III. COMMUNITY EDUCATION PROGRAMS

The value of a process may be measured by the products it brings forth. The community education processes are known to be valuable apart from any program considerations. But eventually processes must be translated into program action. Words and ideas must become deeds.

A predictable set of programs has been reproduced with local adaptations in hundreds of community education projects across the country. From childbirth classes to senior citizen activities and everything in between, communities have expressed their educational needs and found them fulfilled.

But the predictable does not exhaust the imagineable. For one community to copy the programs of another without consulting local requirements does violence to the idea of education which community education seeks to guard.

As understanding of the nature of community education grows, participants come to realize that the ongoing processes are the most valuable product of their community education program. These processes will sustain the idea of education among them and lead to the proper assortment of marketable programs.

While the processes may remain known to relatively few members of the community, it is the programs which will attract the most attention. It is important, especially for school-based models, that the schools be involved to the utmost in developing programs. But it is the programs generated in other sectors of the community that will sound the rich depths of complete involvement in community education.

A. The K-12 Program in Community Education

The traditional system of primary and secondary schools is an integral and essential part of community education. Sacrificing the quality of the K-12 program is neither permitted nor necessary. To do so would undercut the meaning of community education. Properly implemented, community education returns more to the K-12 program than it uses.

Community education opens the community to the schools and the schools to the community. Community resources and experiences find a ready market in the classroom. Classroom experience crave authentication in the life of the community. The processes of community education work to overcome the unjust separateness of school and community life.

When education assumes a community-wide role, the quality of the K-12 program is upgraded.

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COMMUNITY SERVICE LEARNING PROJECT
Birmingham Community Education Project; Birmingham, Michigan

"Part time community service organizers work as liaison persons between teachers, students, community organizations and agencies to develop service learning projects enabling high school students to apply classroom learned skills, knowledge and aptitudes to provide valuable and needed community service. Services performed by these students bear a direct relationship to the classroom curriculum. Credit earned for community service is determined by the classroom instructor."

Shirley Bryant *Project Director*

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B. Public School Based Enrichment Programs

Public school buildings lie dormant for unconscionable periods of time during certain periods of the year and even whole parts of each day. This dormancy may be due in part to inflexible building design which does not encourage community use. The cause more likely centers in inflexible school and community attitudes perpetuating a sense of isolation.

Even the most crowded school districts have available classroom and recreational space in after school hours and vacation periods for enrichment programs of many kinds to be offered to school aged children and the community at large. Adult and continuing education, art, music, drama and athletic activities are reported by schools which have extended themselves in those directions.

Finding a center for senior citizen activities is a problem in many communities. The good offices of public schools have solved this problem in many places. Transportation and lunch programs for senior citizens are among the many ways community schools have found of meeting community needs and simultaneously creating a sense of ownership of the schools for the people served.

Aggressive community school action finds ways of interlacing school activities with other agencies in the community, or, to develop service programs if none are available using satellite space in municipal buildings, churches, restaurants and other business places if necessary.

Community schools have proven that family and community activities can find leadership and space through the public schools.

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THE CHILDREN'S PROGRAM

Alamogordo Community Education; Alamogordo, New Mexico

"The Children's Program offerings are mainly enrichment in nature. One exception is the supplemental reading program entitled "Reading is Fun" offered during the 1979 summer session. Included in the enrichment program are Spanish, Space Age, basic drawing and creative writing, clay modeling, chess club, guitar, arts and crafts. Recreational offerings not available elsewhere for certain age groups in Alamogordo have been wrestling, trampoline, tap dance, tumbling, ping-pong, and rhythm and dance.

Four special presentations were offered last year; a puppet show of Peter Pan in the amphitheatre in Washington Park; a magic show at Sacramento School; a week long presentation on the space program by NASA education specialists at five area schools with films, demonstrations and participation by the children; and, a community education workshop on solar drying of foods attended by 39 children in the elementary school. Some 1124 students and 45 faculty members viewed the NASA presentation, 140 persons viewed the puppet show and 75 the magic show.

Reading is fun was conducted this past June by a Title I coordinator and assistants. Total enrollment was thirty-eight children, thirty of whom had significant reading problems. Twenty children (53%) finished the program. In addition to reading books, the children related what they had read in various media—painting, drawing and telling the story, or modelling characters from the book. They ranged in age from 6–14. At the local library only 25% of the children finished the program, and the majority there were considered average readers. Present plans call for repeating the program next summer for a slightly longer length of time.

The initial children's program attracted an overall participation of 300 for the summer of 1977. It was free of charge and somewhat unstructured. As a result, children wandered from class to class, and parents seemingly found in the 9 am to 3 pm time period a convenient babysitting service. Of the ten classes offered that summer, five were enrichment type and five recreational. In the fall of 1977 children were charged sixty cents per course and in the spring session of 1978 the price was $1. The enrollment has climbed from 85 in the fall of 1977 to 254 this past summer. Spring enrollment was 232. Because the initial discussions concerning community education in Alamogordo centered around enrichments programs for gifted students, it is felt that the evolution to this point is a significant development. The children participating are not only those considered gifted but cover a wide cross section of talents. Furthermore, many recreation oriented classes have been dropped in favor of enrichment classes which seem to attract more students.

Nancy McLesky *District Coordinator*

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TAX CUTS BRING ENRICHMENT ACTIVITY
La Mesa-Spring Valley School District; San Diego, California

"Due to the passage of Proposition 13 (tax amendment) many of our enrichment activities, field trips and the like have been cancelled. The Bancroft Community School has been providing a recreation program and dance classes for the past two years. Since so many school activities have been cut out, Bancroft has also sponsored enrichment classes. These classes are geared toward, but not limited to the mentally gifted children grades 4–8. A $10 fee is charged for the classes which enables the school to pay the instructor $75 and to purchase supplies. Classes include Experimental Watercolor, Science You-Do-It, Cartooning, Calligraphy, Photography I, High Fired Pottery, Science Fiction Short Story Writing and others. Many of our high achieving students have taken advantage of the classes. This did not start out as a money making project, but we had such a good response that about $500 has come back into our community school budget. These programs not only meet needs of the community and the youngsters, but also provide seed money for other activities to begin at Bancroft.

Pat Stewart *Community School Director*

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C. Municipal Government Programs

Municipal governments are already associated with the business of education by generating property tax revenues in their jurisdictions, much of which is transferred to the public schools. Local governments also maintain certain facilities which may have direct educational benefit such as libraries, museums, Parks and Recreation programs, summer art and music workshops and athletic programs. Direct municipal suppoprt is often provided for special populations such as the handicapped, senior citizens and juvenile reform programs.

Clearly, municipalities are an indispensible complement to the schools in the development of broad range community education services. Community education is usually rooted in the schools, but in a few notable cases the coordination of the community education program is vested in a municipal agency. In this unusual but workable turnabout, it becomes the task of the municipal agency to involve the public schools in recreating the idea of education in the community.

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GLOUCHESTER COUNTY MODEL OF COMMUNITY EDUCATION; PARKS AND RECREATION BASED COMMUNITY EDUCATION

Glouchester County Community Education/Recreation Department;
Glouchester, Virginia

"The Glouchester County Community Education Model is an innovative approach developed to serve as a practical model to other rural communities. The project is unique in that it is one of only two projects funded under the Community Schools Act in which a Department of Parks and Recreation has been designated as the Local Education Agency (LEA). Further uniqueness of the program is the agreement between the County Board of Supervisors and the County School Board in providing a cooperative approach, and developing a management system for a more effective and coordinated delivery of human services, while using the physical facilities of the school building of this rural coastal county. The program is based upon the philosophy that schools, through enlisting the services of other agencies within the community can, with professionally trained leadership, address the major problems facing the county. The Glouchester Community Education Model, has established an organizational framework intended to harness the productive capabilities of the local agency resources. The Community Resources Council is an organization that is composed of the department heads from the agencies of the public sector and some representatives from the private sector of the county's economy. The expressed purpose of the Council is to: 1) act as a coordinating body for the community resources, 2) promote the solution of local problems through the use of existing agency channels, 3) to serve as a body for information referral, 4) to work to increase public awareness of agency services already available within the community, 5) encourage the development of civic projects intended to address identified needs, 6) promote the maximum use of existing public facilities, 7) serve as informational advocate concerning established needs of the community. Because of the limited supply of resources in rural Glouchester, the county can ill afford not to use its facilities and agencies to the maximum extent possible in meeting the needs of its citizens. The collaborative approach of the Glouchester County Board of Supervisors and the School Board in the designation of the Department of Parks and Recreation as being the LEA for this grant program is illustrative of the inter-agency cooperation necessary to make a program successful. Since July 1976, and the inception of the Community Education Program in Boston County, a viable approach towards inter-agency cooperation and citizen involvement in public affairs has been developed. Citizen's Advisory Councils exist at three different community school sites in Glouchester and the members of these citizen councils have not only worked on community development projects with members on the Community Resources Council, but also have given input into program needs and have been a service to the county administration in filling vacancies on public boards and committees. A very successful program on Citizen Resource Development has been created since the inception of Community Education in Glouchester.

In summary, the uniqueness of the Glouchester Community Education Program both organizationally and administratively has proven to be one worthy of note. The innovative approach in coordinating the resources of the public and private agencies to meet the needs of the citizens, has proven to be a positive and productive one. Community Education in Glouchester County is a feasible and practical approach to utilizing physical and human resources to maximize community development."

Al Lennert *Director*

D. Private Sector Programs

Schools are not the sole teaching agencies in the community. Business and industry have a vested interest in the quality of education in their communities and often can be enlisted to provide training programs and other services in support of community education. A variety of social, service and religious organizations conduct educational programs which, whether offered to the general public or to a proscribed group of adherents, nevertheless affect the idea of education in the community.

The community school program is not at liberty to dismiss any of these educational activities. State and federal guidelines may limit the degree to which privately operated educational programs may be integrated in the total picture of community education. A measure of delicacy is required in identifying programs which are avowedly sectarian, hotly political or even anti-social. But insofar as these programs are a part of the education of the community, they cannot be ignored.

Many of these programs are, in fact, offered in the public interest. Their contribution to community life is undeniable, and it behooves administrators to evaluate these programs and avoid direct competition or duplication.

A comprehensive assessment of the community itself will provide guidelines for the applicability of such programs.

E. Programs Based in Institutions of Higher Education

The community that boasts an institution of higher learning demonstrates an above average level of sophistication in education. The institution stands as evidence of a refinement of the idea of education in that community.

However, the mere existence of a college is no guarantee that the people of the community have taken to heart the idea of education any more than elaborate high schools are evidence that the idea of education is alive and well in any ordinary community. In the absence of a well-developed sense of community education, a college in a community may represent only a further extension of the traditional confinement of education to institutions that begin with Kindergarten and end at some grade level.

The added facilities of a college are a potential boon to community education. The intellectual and social impact of the college staff living and working among the citizens of the community may raise the consciousness of the whole community toward the idea of education.

And yet the mixture of community college and community schools is frequently attended by conflict. The question, voiced or implied is, "Who is going to run the community school program?" The community has become an arena; education the turf.

The problem is an interesting one since it highlights an important aspect of the definition of community education. The question suggests that community education is a part of some major educational establishment, whether a high school or college. The fact is that true community schools are not 'a part of' anything else. Community schools and community education are the measure of what is happening to learning in the community.

The options remain open as to whether the administration of community education will be vested in the public schools, municipally based, Parks and Recreation based or community college based. In the final analysis, it is the community itself which 'runs' the community schools. This is more than an abstruse ideal. If the community does not take responsibility for the community education program, then it is not community education.

The rationale of the local model and the mechanisms for administering it are secondary to the honest agreement that no one but the community at large 'owns' the community schools. Community education is an idea, not a program, and ideas cannot be owned by anyone.

Nevertheless, there is a practical reality to working out these areas of contention. The happiest solutions are found by those communities which are in the process of recovering the idea of education. These are communities whose central advisory councils admit the great prospects of incorporating the power of a community college into the idea of education for all the people of that community.

COMMUNITY COLLEGE AND SCHOOL DISTRICT COOPERATION

Oregon Department of Education; Salem, Oregon

"Over one-half of Oregon's community colleges have cooperative working arrangements with school districts in their service area. Helpful to these arrangements is the reimbursement policy related to general self-improvement classes. State law prohibits reimbursement for housing and recreation courses; however, a wide selection of self-improvement adult classes are eligible for state reimbursement and course content is the determining factor. If a course taught in a beauty school meets state criteria, and the instructor meets community college standards, the course is eligible for reimbursement.

Since Oregon's community colleges are truly community based, many classes are offered away from the central campus. Some colleges use a portion of state reimbursement from classes in these areas to assist the cooperating school districts in paying the salary of the community school coordinators who arrange and supervise joint community college and community school efforts.

The State Superintendent of Public Instruction supports the community school concept. An indication of that support is the placement of department community school responsibility in the community college division."

Dr. Robert Clausen *Specialist*
Community Education Services

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KIDS ON KAMPUS
California State University; Sacramento, California

"Kids on Kampus is an attempt to open up the university to the local community. During the month of March, 300 children in grades 1–8 attended Saturday enrichment classes at the university. The response was so positive that a follow-up program was initiated which ran three weeks in the summer on a daily basis from 9 a.m. to 2 p.m., with an extended day program for children of working parents. Participants extended their skill level in a variety of areas while at the same time having an opportunity to experience a college campus first hand."

Andee Press-Dawson *Project Director*
The Community Education Training Project

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CHILDREN'S CULTURAL SERIES
Paramount Unified School District; Paramount, California

"In cooperation with Comptom Community College, Ms. Pat Day of Paramount Unified School District supervised a Children's Cultural Series for three years on Saturdays. The Drama Department of the college visited the school on Saturdays and presented children's drama programs. Attendance typically reached the 300–400 level.

M. Bud Weber *Principal Director*
Adult Education and Community Ed.

F. Programs for Special Populations

An early discovery by most community school programs is that there are special populations in the community whose needs are not being adequately met. This seems particularly, though not exlusively true of senior citizens. Other groups would include children variously identified as special, exceptional, gifted, talented; handicapped people; women in special subpopulations such as working mothers, those returning to the work force, widowed, divorced and others; men changing careers; disaffected youth. The list is limited only by the number of communities which study the problem.

Identifying these problems and seeking remedial action begins a process of community action. Placing these problems in a context of education is the business of community education which brings the power of learning to bear on the problems.

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SENIOR CITIZEN PARTICIPATION

Alamogordo Community Education; Alamogordo, New Mexico

"Although no official tally had been kept of participation by persons 60 years and older, the Sierra school director was familiar with all of the participants at the finish of each eight week session. When that director became district coordinator, a reduced rate of $5 was offered to these senior citizens. They had previously paid $8. As a result, a noticeably larger number of seniors registered in the fall of 1978. It is estimated that 9.3% of the senior population participated that fall as compared with an estimated 5 or 6% previously. Subsequent participation reached as high as 12.5% for the spring session.

Next year this project will provide a crafts instructor for the Older Americans Center in La Luz, a small village five miles north of Alamogordo. Last year that center was funded by the county for meals plus crafts programs. This year Otero County reduced funding so that the La Luz center can provide meals only. Money is available to purchase craft supplies for ten of the thirty-five senior citizens served there. The Alamogordo project will provide the instructor.

Nancy McLesky *District Coordinator*

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INTERGENERATIONAL PROJECT
Birmingham Community Education Project; Birmingham, Michigan

"Senior Citizens in the Classroom program allows young and older persons to share together. It brings the skills, talents and experiences of older persons to young children through the arts, crafts and hobbies and many other fields of learning. Senior citizens who are interested in volunteering for classroom participation are contacted via community education newsletters from each of the community councils.

Shirley Bryant *Project Director*

IV. PROJECT EVALUATION

In a laboratory of learning, the accumulation of information, the interpretation and dissemination of results is the natural goal of the research process. Not every learning setting is under the same compunction to produce publishable results. Nevertheless, simple accountability confirms the willingness to evaluate programs. Evaluation is an important way of keeping in touch with the administration of human services, and for keeping those human services in touch with their clientele.

In any research project, two kinds of results accumulate. Hard data, quantifiable numerically are generally the easier to work with. Qualitative results, often bound up with the feelings of the participants, are more important, but more difficult to obtain. For this reason, mandated evaluations are often limited to numerical data. But lacking some quantitative approach to the data, whether the numbers represent people or instructional space units, the story is not complete. Quality counts.

Criteria for evaluation should be built into the formative stages of every project, both to provide measurement for direction and to provide a readily useable feedback system to inform, encourage and correct the direction the project is taking.

A. Initial Performance Objectives

Each of the federally funded programs referred to in this report constitutes only a part of a larger community education project. The funding supplied these projects was not supplied with the intent of initiating community education in a community, but to encourage the implementation of special activities designed to test specific principles of community education.

While not true experiments, these projects nevertheless represent a kind of experimental process. The performance objectives are always subject to the overall interests of the community education project and could not be written so as to hinder the parent project.

In general terms, performance objectives must be consistent with sound educational principles and local educational needs. It is helpful when objectives are written in such a way that evaluation is facilitated.

REDEFINING LEADERSHIP RESPONSIBILITIES

Tucson Unified School District
Tucson, Arizona

The typical approach in the implementation of community education has been a variation of the 'add-on' theme, whereby activities and programs have been initiated *outside* of the existing K-12 curriculum, in hours *other than* the regular school day. The rationale has been that by increasing involvement of segments of the population not ordinarily affected directly by the 'school day', supports and benefits would accrue to the existing K-12 students and curriculum as well as to the rest of the community.

In fact, little impact on the regular school day, the students or the curriculum has been evident. Also, the 'add-on' activities typical of community education programs are often the first to be dropped when school district funds are at a premium. In essence, the approach which attempts to move from the 'outside in' has not adequately served to provide integration and durability for the community education concept.

It is questionable whether maximum effectiveness of community education can be achieved when not practiced as a total program under the direction of one administrator. Fusing K-12 and community education into a 'oneness' of educational philosophy by redefining leadership responsibilities is the major emphasis of this project.

The Tucson Project focuses on initiating community education during the school day to impact upon the learning environment of students and their teachers before moving to encompass the entire community. The desired result of this 'internal-to-external' approach is to establish an operational base within the existing system by building the personal commitment needed to fully develop all elements of community education.

Principals and teachers must become deeply involved in this process if community education concepts are to be maximized. For community education to be truly effective, it must become an integral part of the school system (mainstream) and people involved in leadership positions must provide support and guidance. The inside-out (school-to-community) developmental sequence creates the foundation essential for the fusion of community education and K-12.

The Educational Director in each school was formerly referred to as "principal". However, the limits inherent in that traditional title would not serve the proposed *total* educational concept. As the title has changed, so the role and functions have been changing. The Educational Director is designated as the educational leader for the total population of the school community, and is responsible for operating the school as a learning center available for all members of the community.

It has been determined that additional help is required in the person of a Community Education Facilitator to maintain the expanded functions of the public school created by the adoption of community education concepts. Competent assistance is needed during the extended hours of programming to develop the school as a total opportunity learning center operating with a unified educational philosophy.

Thus far we have learned, among other things that:

1. The Educational Director's understanding, commitment and leadership involving community education is the single most important element necessary for effectively implementing the concept.
2. Many community members are capable and willing to assume greater responsibility for the operation of their local schools, especially where they see increased opportunities for themselves and their children.
3. Teachers are the most reluctant group to get actively involved with community education. However, by focusing on them and their instructional needs, especially during the initiation phase of community education, most become staunch supporters.

Dr. Gene Weber, *Director*
Community Education Project

B. Staff Proficiency and Leadership Training

Because the federally funded activities are only a part of a pre-existing program already in operation, additional staff may not have been enlisted. In some cases, the funds enabled projects to hire and train more personnel.

In either case, the standards for hiring, enlistment and recruitment are governed by the needs of the overall community education project.

Community education projects are typically operated by a mixture of paid, part-paid and volunteer staff. Maurice Seay in *Community Education: A Developing Concept* identifies three skill components—conceptual, human and technical—required for leadership and management in community education.

It is important to realize that performance standards among and between different classifications of staff workers need not vary greatly. Good volunteers want to do professional quality work. Many times a volunteer will exceed the standards of performance set for a corresponding professional worker. Every effort should be made to encourage this. The very idea of education in the community is at stake here.

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INSERVICE TRAINING PROGRAM FOR ELEMENTARY SCHOOL PRINCIPALS
Michigan State University; East Lansing, Michigan

"The increasing involvement of elementary school principals in the relatively new area of community education has prompted an interest in and recognition of the need for special skills in working with community groups and resources. Building administrators are moving out of the school and into the community as a result of their broadened roles and responsibilities as school/community leaders. The need for special skills is accentuated by the increasing complexity of building level management.

One of the major criticisms of community education as practiced today is that it is an "add on" program, apart from the regular activities of school personnel. Peter Clancy, former superintendent of Flint Public Schools, coined the phrase "mainlining community education" to reflect the concern that educators must work with all elements of the community to achieve their desired goals.

With this in mind, the College of Education at Michigan State University in collaboration with the Middle Cities Education Association sought and was awarded a U.S.O.E. community education grant to offer a series of inservice training programs emphasizing the development of management skills necessary for elementary principals to administer a comprehensive community education program. The program singles out elementary school principals because it is generally recognized that the elementary school is the delivery system for community education.

Howard Hickey *Director*
Community Education Program

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STARR VOLUNTEER PROGRAM

Brooks County Board of Education-Community Education
Quitman, Georgia

"The Brooks County Community Education program maintains a successful Spend Time and Reap Rewards (STARR) volunteer program in seven of the nine schools in our county. This phase of our program consists of a volunteer leader in each school whose job it is to recruit and train volunteers to aid the teachers in their stated needs.

Our county is large with limited financial resources. There is a definite need to have volunteers in the classrooms. This program provides invaluable assistance to teachers and makes possible enrichment activities for students. For instance, we have enlisted volunteers to carry on a music program in two of our schools. This helps the teachers and students, and it also gives the volunteer an opportunity to see how the educational system operates. It helps them better understand the community in which they live, and to assist the school system in communicating the educational program to the total community. Our volunteer leaders are senior citizens provided by Title V grants through the Department of Aging. This program is co-existent with the community education program in this county.

The primary function of our Community Education Council is to identify problem areas and recommend possible solutions. Efforts are made to work with various community organizations and governmental agencies to bring about improvements as identified by the council.

Our community education program provides volunteers for the schools and classes for the community, and strives to bring the community together within the understanding of each other's needs.

Ruby Stahl *Coordinator*
Jeff Massey *School Director*

LEADERSHIP TRAINING IN COMMUNITY EDUCATION

Birmingham Community Education Project; Birmingham, Michigan

"A concentrated effort has been made to provide extensive opportunities for leadership training in Community Education to community leaders, school board members and school district employees.

These training sessions have concentrated on planned social change, communications skills, conflict management, problem solving, decision making, leadership behaviours in meetings, intervention styles and the use of power and influence, and a general awareness of the community education concept.

The leadership workshops have generated many significant results, the most outstanding of which are: 1) agencies cooperating to improve services to the community, b) increasing the leadership pool, and c) development of new models for community influence in the decision-making process."

Shirley Bryant *Project Director*

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YOUTH INVOLVEMENT TRAINING
The Community Education Training Project
California State University; Sacramento, California

"This component of the project was based on the assumption that if we want adults to be active participants in their local schools, the preparation for this responsibility should begin at an early age. Workshops were presented to local elementary and junior high school students on leadership and participation skills. At the end of the training, the students spent an entire day touring the university."

THE TRAINING-TRAINERS CONCEPT

"Students enrolled in the Community Education Master's program develop the skills necessary to conduct a workshop. A trial run of their workshop was presented in front of the instructors and other interns for feedback purposes. Each intern was then required to present this workshop to a community group."

Andee Press-Dawson *Project Director*

C. On-going Needs Assessment

"Why are we doing this?" is probably the most prominent question in every hidden agenda. Indeed, we should ask frequently, "Why?", but the question should not be hidden. Goals and objectives which seemed so clear at the outset of a project may shift in meaning as programs get underway. Programs succeed or fail as the community learns clearer ways of expressing its own needs and wants. Some method is required to stay in touch with these changes as they occur.

There is a kind of uncertainty principle linked wiht needs assessment. A physicist cannot determine both the position and velocity of an electron simultaneously, because observing one changes the other. So for a community educator, the very act of presenting a needs assessment document alters the mind set of the community. People are presented with possibilities they had not previously thought of. Even in

the act of responding to a questionaire, new thought processes are developing. The additional factor of offering new programs in response to expressed needs rings in more changes. For the physicist there is a constant (k) which helps account for uncertainty. Uncertainty in human affairs enjoys few such mellowing constants.

Therefore, a periodic reassessment of community needs is required both to test the accuracy of previous assessments and to detect changes in community attitudes as they occur.

FACILITATING COMMUNITY PARTICIPATION

Mississippi Bend Area Education Agency; Davenport, Iowa

"The Delwood Community Education Program facilitates the participation of the local community through special community projects identified by continual processes of Needs Assessment and Advisory Councils. In this way, Delwood participants have quickly addressed several key community problems.

The City-School Park Project began as an idea of the Delwood Advisory Council. When shared with the city council, the school board and a centennial committee, the project grew from a $1,000 effort to $20,000. Fund-raising is now complete, and a tennis/ice skating/basketball facility has been constructed.

The need for adult male role models for thirty-two individuals from rural portions of a two-county area led to the development of the PALS Program. The program matches volunteer adults with youths or handicapped persons to develop meaningful relationships on a one-to-one basis.

A Health Maintenance Program (HMP) for senior citizens offers free health screening to the elderly for diabetes, high blood pressure, anemia and other health concerns. Personal medical counseling is also provided by county health nurses. HMP is offered five times per year at Delwood and other rural communities in Clinton County.

Iowa Governor Bob Ray personally presented the Delwood Advisory Council a Community Leadership Award for participation in the Iowa Community Betterment Program. The council also won a $200 cash award in the statewide competitive program.

Through the Exemplary Component Program, Delwood Community Schools will continue to share the benefits of community involvement with persons from other rural communities.

Kevin Koester, *Director of Community Education*
Delwood Community Schools

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PARAPROFESSIONALS AS BUILDING-LEVEL COORDINATORS
Charles City County Public School System; Virginia

In a small rural county-wide school system such as Charles City County, the availability of funds for hiring full time professionals to serve as building-level coordinators is insufficient. Our approach has been to hire paraprofessionals and provide them with necessary skills through on-the-job experience and in-service training.

During the 1978-79 school year, monthly staff meetings and training sessions were held. The following topics were discussed:

a) Community Education - What is it?
b) Recruitment of Community Volunteers
c) Organizing Building Level Advisory Groups
d) More Information about Community Education in General
e) Continuing Assessment of Community Needs
f) Integrating Available Resources in K-12 Programs
g) The Coordinator's Role in Citizen Involvement for Decision Making

These topics are listed in order of importance as stressed by staff members. We are beginning the 1979-80 year with a one week in-service workshop which will deal with the first four topics mentioned. We are recruiting people from the State Department of Education and the Mid-Atlantic Consortium for Community Education to help with these topics.

At our monthly in-service staff training session, we will continue this format to discuss the other three topics along with future additions as identified by the director, staff or advisory council.

Robert Glacken, *Director of Community Education*

D. Mid-Course Product Sampling

Few things frustrate a researcher more than running to the end of an experiment only to discover that only negative data, or no data at all have accumulated. An ongoing needs assessment is one way of checking the progress of the experiment. But it is also necessary to test the development of the products in the lives of participants.

Quantitative data are fairly easy to obtain and interpret. The question is asked, "How many people, in which demographic niches are participating to what extent?" The numbers obtained in this way are compared with the original objectives, and an estimate of success is drawn.

But the important information is bound up in the qualitative aspects of the assessment. "How has the life of these participants changed?" How does this compare with changes in the lives of non-participants?" What changes in community life can be credited to the community education program?"

Lacking a qualitative assessment, the numbers are not the whole story.

E. Program Adjustments

Most researchers can point to the remarkable power of serendipity entering their careers at some point. They set out to explore one thing and discovered something else with far better results than expected.

It would be a rare and unfortunate community education program which did not disclose some new and unusual avenues of exploration. This is an important feature of the processes of community study and learning.

However, to change a program in mid-course involves certain risks. As far as possible, criteria must be spelled out in advance to guide such changes.

A periodic re-definition of the role of education in a particular community will permit sensitive alterations of programs. Built-in feedback loops written into the original program objectives allow logical and necessary changes and still protect the program from whimsical changes.

CHANGING PHILOSOPHY AND DIRECTION
Charles City County Public School System; Charles City, Virginia

"After serving in Charles City approximately two months, it seemed apparent to me that my understanding of community education and its purpose was somewhat different from that of the staff. It was apparent that more organization and attention to identifying and meeting specific needs of the residents was required. As director of the program, I made this my main goal for the remainder of the project year.

The following events occurred: a) Adoption by the Board of Education at their January (1979) meeting of a resolution supporting and endorsing the basic concepts of community education, b) Development of basic written forms such as payroll, purchase orders, evaluation forms for classes, students, instructors, attendance, etc., c) Development of a Community Needs Survey by members of the community education staff. This was distributed to the community by various means such as through the churches, the schools and local stores. The results were tabulated and used as the basis upon which to write our porposal for the next school year, d) Over 100 small groups meetings were held with up to six people in attendance, to give people another vehicle to establish and express their needs.

As a result of these efforts, I believe the community education program will be on an even sounder footing for the next school year."

Robert Glacken *Director of Community Education*

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UNANTICIPATED MEDICAL REFERRALS

Alamogordo Community Education; Alamogordo, New Mexico

"A new and encouraging development occurred this past year concerning the value of community education in patient and counseling center client therapy. The local medical community evidently feels comfortable in referring clients to Alamogordo Community Education for therapeutic purposes.

Four women indicated to the district coordinator that they were referred by their doctors following divorce or widowhood. The doctor suggested they learn painting or another expressive outlet, and referred them to community education.

Alamogordo Community Education now has an on-going agreement with the city counseling center and the Otera County Opportunity Center to accept referral clients into the program. It was initiated last January (1979) at the invitation of the community education proram as a result of the original referrals by the medical community.

Many of these clients are unemployed and therefore enter the program on a scholarship basis which includes supplies. We anticipate more referrals from the medical community and are certain that the number of participants will increase throughout the school year."

Nancy McLesky *District Coordinator*

TALENT BANK

Oregon Department of Education; Salem, Oregon

"The Talent Bank is an inventive component of the federally funded Oregon Community School Project. Community school coordinators are "withdrawn" from the talent bank and "deposited" in areas of similar size to help local school and community leaders to understand the concept and function of community schools.

Talent Bank "deposits" are made for brief periods of time in a community, generally for a day or an evening meeting. While the technical assistance of the community coordinators was invaluable, it became apparent that in the development of new community schools, there should be a person who can work along with the local leaders. Ideally this person should be knowledgeable in Community Education and known in the community.

Umpqua Community College in Roseburg, Oregon, had such a person working half-time in adult outreach programs. Starla Jewell was hired for three months by the Department of Education and given the responsibility of talking community Education in all of the school districts served by the Community College. The period of employment was limited because the department could not add full-time staff

without legislative approval, even with other than state funds. It could though, with federal funds, hire ninety-day temporary employees. This was done for the first time in Roseburg, and the results were encouraging. Mrs. Jewell visited the school and community leaders in nine areas of the community college district numerous times. Three of the school districts, all rural, decided to put together their own community school efforts in cooperation with Umpqua Community College. Two of them budgeted funds for the following year. The third, financially strapped,held off budgeting but provided access to buildings and other in-kind services.

Mrs. Jewell trained the local part-time college coordinators in the community school concept. The Department of Education assisted by helping with the cost of several visitations to fully functioning community schools.

The development of new community school efforts in southern Oregon came as result of the flexibility provided by the Talent Bank and the availability of a capable, articulate person with good credibility with local leaders."

Dr. Robert Clausen *Specialist*
Community Education Services

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SENIOR CITIZEN MEALS
Pascagoula Municipal Separate School District; Pascagoula, Mississippi

"This program started by accident. The coordinator of Community Education overheard the instructor of the high school vo-tech center's Commercial Foods Program complaining he did not have enough work to keep his students moving. The coordinator then contacted the nutrition director of the Southern Mississippi Planning and Development Commission's Aging Program. As a result of this contact, a noon meal program for senior citizens was established at the vo-tech center.

Meals are presently served two days per week, on Tuesday and Thursday. High school students in grades 10–12 prepare and serve full course meals from appetizer through dessert. The cost to the senior citizens is on a donation basis with a suggested donation of $1. The local senior citizen center provides a van to bring senior citizens from outlying rural areas of the county. The local school district provides a small bus with a wheel chair lift to provide transport for residents of the city of Pascagoula.

The program serves an average of 45 people. Several other agencies such as the Cooperation Extension, the Recreation Department, the Police Department and the Council for Aging provide activities after the meal on a bi-weekly basis. Many of the participants are senior citizens who are financially secure, but use the program to combat the loneliness they endure at home. In fact, the hour or two of social fellowship and the interaction with the high school students is an important element of the program. It is planned to expand this program to five days a week when a present full-service elementary school is converted to a community school."

Robert Cheesman *Director*
Community Education

LATCH-KEY PROGRAM
La Mesa-Spring Valley School District; San Diego, California

"Bancroft is located in a low economic area. Many of our children are being raised in a one-adult home. There has been a need for a low-cost child care program before and after school. Many of our youngsters go home to an empty house or arrive on our campus by 7 a.m. The Community Advisory Council decided one of the program objectives for the 1979-80 school year would be to develop a Latch Key Program. The task force comprised of parents that would use the services have met twice. They are in the process of developing a fee schedule, time schedules and criteria for deterimining who may take advantage of the program. The task force has decided to have a nine week program for 20 youngsters, and at the end of the nine weeks the group would evaluate the services and decide whether to continue and at what capacity."

Pat Stewart *Community School Director*

F. Program Effects and Products

The processes associated with community education should not end. But programs derived from them will periodically come to an end. Programs have not been properly concluded until their overall effect has been measured and the value of the effect re-entered in program planning. As with many human services, the measurement of the "gross community product" arising from community education programs can seldom take into account the future dividends. Processes altered or set in motion one year will bear fruit, often in surprising ways, in years to come.

The crudest but most impressive method of measuring the immediate effects of community education is through tabular presentations of the number and kinds of people reached by the programs.

Qualitative analysis is more difficult. Learning how to estimate the real value of the community education experience in the lives of participants—and furthermore, to measure the ripple effect that their experience may have on others who may be affected indirectly—is a subtle art and deserves to be counted as one of the processes of community education.

We all realize that the real term of measurement for an educational experience is the lifetime of the learner.

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